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THE SCHOOL COMMITTEE

AND THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS,

FOR THE YEAR 1872.



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CAMBRIDGE:

PRESS OF JOHN WILSON AND SON.

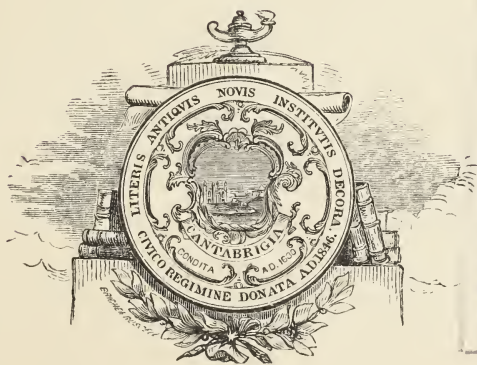
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REPORT
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THE SCHOOL COMMITTEE
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CAMBRIDGE:
PRESS OF JOHN WILSON AND SON.
1873.

R E P O R T

OF

THE SCHOOL COMMITTEE FOR 1872.

THE elaborate Reports presented by the Committee for several years, which have discussed the principal matters connected with our schools, render it unnecessary to make a lengthy statement at the present time. The Report of the Superintendent of Schools, and the accompanying documents, will furnish such facts and statistics as will be of interest to the public. The Committee therefore propose merely to make a review of the year, with such suggestions as are naturally connected therewith.

It has been a year of honest work, and the results have been to a good degree satisfactory. There have been vacancies in the School Board for a large part of the year. Some who have rendered valuable service, and who deserve well of our citizens for their patient and gratuitous labors, have removed from the city, and their help is lost. The Committee, with the disadvantage of lessened numbers, have endeavored to give careful attention to the work intrusted to them, and to invest in it their highest wisdom, using the lessons of their own experience and of that of other committees. They have had the faithful co-operation of the Superintendent in all their plans, and any Report would be sadly incomplete which did not recognize our dependence upon him for that oversight and guidance which our Schools need, and which cannot be required of men who are engaged in other callings. The unity of our school system and its continual necessities make it indispensable that we should have a man of special training, of wide observation, and of devotion to the work of superintendence.

The Committee are glad to acknowledge, also, the interest manifested by the teachers, and their readiness to carry out the policy and practice prescribed for the schools. Those members of the Board who have been for several years conversant with the schools will agree that there has been an advance in the character of the work done in them. The changes have not been many or violent, but they indicate a purpose to do the best work in the best way. Whatever hindrances exist will not be found in any lack of pains on the part either of the Committee or the teachers. The Committee are happy to testify to a general readiness on the part of the City Council to execute their plans. If they have asked much, it has been because much was needed. The long period when but little was done to improve the condition of our school-houses, or increase their number, has thrown upon the present time a burden which could well have been divided among many years. There are other calls to be made; to be pressed, if need be; and this will be done with confidence in the desire of the people to have their schools all they can be made. The past year has given us one grammar-school building, and two for primary schools. One or more houses should be added during the coming year. When we boast of an increase of population, we should not forget the demands which result from it. Besides new houses, there are old ones which should be immediately changed. The plan of former years, which made very large school-rooms with very small recitation-rooms adjoining, cannot too speedily become a thing of the past. The alterations which have been made already in three of the old houses, by which each teacher has a room of reasonable capacity under her charge, have shown their good effects; and the comparison of the old and the new systems will remove any lingering doubt. It would be of great benefit to the schools if members of the City Government would visit them from time to time, and form a judgment of their needs from personal observation. The School Committee will cheerfully welcome any official or unofficial examination of their work, and of the circumstances under which they are doing it, by those upon whom they are dependent for the means to build a house, or to set a pane of glass.

It has been found necessary to make some changes in the High School building. The increase in the number of scholars has

made more room needful. It was not thought expedient to enlarge the present house, which would be attended with great expense, and would mar the appearance of the building. It is not unlikely that the growth of the city will make it desirable to divide the school at no distant time. After mature deliberation it was decided, though with great regret, to ask for a division of the large hall, and for such incidental changes as would add to the number of rooms. This work has been done.

The teachers named in the last Report are still in the school, with the exception of one whose ill-health compelled him to resign; his place has been filled, and another female teacher has been added. The study of drawing, which during the year has been optional with the scholars, was pursued with very satisfactory results, and it has been decided to make this a required study. In order to produce uniformity through the school, the new method of pronouncing Latin, which now prevails in Harvard College, has been adopted. The Committee feel that the High School is now pervaded with an earnest and kindly spirit, and that it was never in better working order than at this time.

From the High School to the Primary Schools there has been a steady advance in the way of bringing in thought and casting out mere routine. More attention is given to the culture of the scholar's mind through his senses. There is less confinement to the study of books and to recitations from memory. The teacher is more true to the name, and is less a hearer of recitations. Books on natural science are in all our schools. Drawing is taught in all. Variety is given to the reading by supplementing the common readers with other books or with newspapers, that there may be more interest in this fundamental exercise, and that the pupils may learn to read by sight. These changes were ably set forth in the recommendations of the last Report, whose suggestions the Committee are trying to carry into practice.

It is understood that a series of volumes of the best English literature, for reading in schools, is now in course of preparation. Instead of the disconnected fragments which are now read by the scholars, they will have in these books complete works, whole essays, poems, historical narrations, and the like. Something besides mere facility in reading will thus be acquired, and an exer-

cise which now consists in the frequent repetition of broken selections, which soon become devoid of interest to the pupil, and after successive years are a burden to the teacher, will be now instructive, and by changes easily made, will offer a pleasing variety, stimulating to all minds.

The age at which scholars shall be permitted and required to attend school is now fixed at five years. There seems to be no good reason why we should not receive them at an earlier age. Many are taught at home; but when it is considered how many have no proper home training, but are left to the tutelage of the streets, at a time of life when in school good impressions might be made upon them, even if little was expected from them, and when they might be kept in a state of preparation for the duties to come; and when we add to this, that the school life of nearly all will end by their fifteenth year, it seems good economy to lay hold upon the children as soon as we can, adapting our methods to their condition. In the same line comes the fact that for two months in the summer our schools are closed. The teachers need the rest, and the scholars, who can be taken into the country, profit by the vacation. But it is a time of idleness, and often of crime with many who are left to roam the streets, with no friendly hand to guide them save that of the police. Our system seems to need vacation schools, which should be under other than our regular teachers, and in which the hours and methods of study should be adapted to the season. It is believed that a few schools of this character would be welcomed by many who cannot watch their children, and who dread to leave them to themselves.

It is a cause of great regret that only a small portion of the children who enter the Grammar Schools finish the course in them. The reasons for this are plain to those who know the needs of the families from which very many of the children come. To encourage a longer continuance in school, the Committee have decided to give a diploma to those scholars who shall complete the course of the Grammar School, and whose conduct shall have been satisfactory during the last year.

The whole matter of attendance upon school needs more light and care than it has received. It is still true that a vast number of children of a proper age are not to be found in school. The

Committee have taken some steps towards ascertaining the extent of this evil, and the remedy for it. No satisfactory result has yet been reached. They cannot but trust that in their efforts in this direction they will have the aid of the City Government, so far as the subject comes within its province. Some further provision should be made for habitual truants and stubborn offenders against school law. The Committee have brought this to the notice of the City Council, and a report has been made upon it, recommending that provision for such children be made in the building partially occupied as an almshouse. The recommendation seems wise, and it is hoped that it may be carried into action. If this project is carried out, it is, of course, designed that those who are in the building for their faults shall be separated from those who are there for their poverty.

During the year an addition has been made to the salary of the masters of the Grammar Schools. This was done in part, because it was difficult to secure new teachers of high qualifications at the old price, and in part because the present masters deserved to be better paid. Long service had been requited with a bare livelihood; and when age or sickness obliged one to retire, there were no earnings to support him, and no provision by which a grateful City could grant him a pension. The office itself has changed. The work of the master of a Grammar School has been somewhat modified of late years. The supervision of his school is more fully laid upon him; he teaches less, but directs the teaching more. This should give unity to the instruction in each school, and, in connection with the consultation of the masters among themselves and with the Superintendent, should give a substantial unity throughout the city. A position as difficult and responsible as this should be made as attractive as we can have it.

The Committee consider it very desirable that there should be a close sympathy between the public and their schools, founded upon personal visitation and accurate information. The criticisms upon the school work, and the various measures suggested for its management in the public prints from time to time, show a laudable interest; but the advice is often crude and impracticable, and the comment ill founded. It is the privilege and the duty of citizens to watch those who are administering their affairs, and aid them

in all ways. This will be done with most success through personal interviews with the Committee or the teachers, or with the Superintendent of Schools. It might be found a desirable change to have the examination of the schools conducted by persons selected from the community, in connection with the Committee. This would bring more persons in direct contact with the schools, and be another bond of connection with the public, while it would give the Committee the intelligent advice of those who had carefully inspected their work.

We close this Report with the conviction that our schools are steadily improving, and that they deserve, what will be readily granted, the sympathy and generous co-operation of all the people.

HENRY O. HOUGHTON, *Chairman ex officio.*

ANDREW P. PEABODY,

HENRY P. WALCOTT,

ALEXANDER McKENZIE,

EDWARD R. COGSWELL,

HENRY HINCKLEY,

CHARLES J. MCINTIRE,

ANSON P. HOOKER,

AUSTIN J. COOLIDGE,

WILLIAM A. MUNROE,

GEORGE R. LEAVITT,

WILLIAM A. HERRICK,

PHILIP R. AMMIDON,

WILLIAM A. START,

} *School
Committee.*

TABULAR VIEW

OF

THE PUBLIC SCHOOLS OF CAMBRIDGE,

JANUARY 1, 1873.

| Name of School. | Teachers. | Salary. | No. of Scholars, Jan. 1, 1873. |
|------------------|------------------------------|---------|-----------------------------------|
| High School, | Lyman R. Williston | \$4,000 | 343 |
| | William F. Bradbury | 2,500 | |
| | John Orne, Jr. | 2,000 | |
| | Theodore P. Adams | 2,000 | |
| | Solon F. Whitney | 1,800 | |
| | Mary F. Peirce | 1,000 | |
| | Emma A. Scudder | 800 | |
| | Elizabeth M. Fessenden . . . | 800 | |
| | Hannah Gleason | 800 | |
| | Augusta L. Brigham | 800 | |
| | Olive E. Fairbanks | 800 | |
| Allston Grammar, | Benjamin W. Roberts | 2,500 | 572 |
| | Lizzie B. Winnett | 700 | |
| | Emma F. King | 700 | |
| | Isabel E. Billman | 700 | |
| | Lucia E. Whiting | 700 | |
| | Susan H. Ricker | 700 | |
| | Sarah J. Hinckley | 700 | |
| | Hattie E. Keith | 700 | |
| | Georgie M. Barbour | 700 | |
| | Emma E. Perkins | 600 | |
| | Emily R. Pitkin | 700 | |
| | Emma A. Hopkins | 500 | |
| Harvard ,, | Aaron B. Magoun | 2,500 | 582 |
| | Catharine Richardson | 700 | |
| | H. Augusta Dodge | 700 | |
| | Ada H. Wellington | 700 | |
| | Mary E. Wyeth | 700 | |
| | Lydia S. King | 700 | |
| | Susan F. Athearn | 700 | |
| | Louise D. Bullard | 700 | |
| | Margaret B. Wellington . . . | 700 | |
| | Jeanie L. Richardson | 700 | |
| | Margaret R. Hodgkins | 700 | |
| | Eliza D. Fisher | 700 | |
| | Annie M. Leland | 700 | |
| Putnam ,, | Francis Cogswell | 2,500 | 354 |
| | Sarah M. Burnham | 700 | |
| | Anna B. Josselyn | 700 | |
| | Maria E. Spare | 700 | |
| | Lizzie A. Winward | 700 | |

TABULAR VIEW OF THE PUBLIC SCHOOLS. — *Continued.*

| Name of School. | Teachers. | Salary. | No. of Scholars, Jan 1, 1873. |
|-------------------|-------------------------------|---------|----------------------------------|
| Putnam Grammar, | Minnie E. Metcalf | 700 | 412 |
| | Ella R. Grieves | 700 | |
| | Sarah C. Carleton | 700 | |
| | Addie Stone | 700 | |
| Shepard ,, | Daniel B. Wheeler | 2,500 | |
| | Emma M. Taylor | 700 | |
| | Sara J. French | 700 | |
| | Mary C. Cook | 700 | |
| | H. Estelle Varney | 700 | |
| | Sarah A. Rand | 700 | |
| | Julia H. Osgood | 700 | |
| | Henrietta F. Harris | 700 | |
| | Cora M. Wheeler | 500 | 385 |
| | Harriet L. Hayward | 700 | |
| Thorndike ,, | Ruel H. Fletcher | 2,500 | |
| | Anna W. Averill | 700 | |
| | Eunice B. Dyer | 700 | |
| | Martha A. Martin | 700 | |
| | Ella W. Clark | 700 | |
| | Ruth H. Faxon | 700 | |
| | Jeanie A. Norris | 700 | |
| | Mary E. Nason | 700 | |
| | Ellen N. Parker | 700 | 492 |
| Washington ,, | Fanny Allen | 500 | |
| | Daniel Mansfield | 2,500 | |
| | Lucy A. Downing | 700 | |
| | Adeline M. Ireson | 700 | |
| | Catharine P. Green | 700 | |
| | Abby M. Webb | 700 | |
| | Adelaide A. Keith | 700 | |
| | Adelaide A. Keeler | 700 | |
| | Emma F. Veazie | 700 | |
| | Hattie T. Nealley | 700 | |
| | Julia P. Humphrey | 700 | 528 |
| | J. Abbie Hodgkins | 700 | |
| | Dora Puffer | 700 | |
| Webster ,, | John D. Billings | 2,500 | |
| | Eliza K. Brackett | 700 | |
| | Lucille C. Bancroft | 700 | |
| | Jane Dallinger | 700 | |
| | Louise C. D. Harlow | 700 | |
| | Gertrude A. Hyde | 700 | |
| | Esther F. Hannum | 700 | |
| | Susan E. Merrill | 700 | |
| | Eliza E. Williams | 700 | |
| | Hattie E. Warfield | 600 | 347 |
| | Dora L. Metcalf | 700 | |
| | Nellie I. Crafts | 700 | |
| Boardman Primary | Mary F. Emerson | 700 | |
| | Mary F. Stewart | 700 | |
| | Mary Agnes Lewis | 700 | |
| | Sarah E. Stewart | 700 | |
| | Ada W. Baker | 700 | |
| | Fanny A. Cooke | 700 | |
| | Nettie Sargent | 700 | |

TABULAR VIEW OF THE PUBLIC SCHOOLS.— *Continued.*

| Name of School. | Teachers. | Salary. | No. of Scholars, Jan. 1, 1873. |
|------------------|----------------------------------|---------|-----------------------------------|
| Boardman Primary | Augusta L. Balch | 600 | |
| Bridge " | Elizabeth E. Dallinger | 700 | 82 |
| | Emily C. Dallinger | 700 | |
| City " | Etta S. Adams | 700 | 32 |
| Dana " | Abby A. Lewis | 700 | 101 |
| | Maria F. Williams | 700 | |
| Dunster " | Sarah B. Waite | 700 | 184 |
| | Susan E. Wyeth | 700 | |
| | Mary L. Bullard | 700 | |
| | Mary E. Smallidge | 700 | |
| Felton " | Juliet F. Sumner | 700 | 191 |
| | Emma B. Alley | 600 | |
| | Ella L. Lynes | 700 | |
| | Lizzie C. Capen | 500 | |
| Gannett " | Sarah J. A. Davis | 700 | 195 |
| | Lucy C. Wyeth | 700 | |
| | Annie F. Harding | 700 | |
| | Estelle J. French | 600 | |
| Gore " | Harriet A. Butler | 700 | 405 |
| | Frances E. Pendexter | 700 | |
| | Carrie F. Noyes | 700 | |
| | Alice J. Winward | 600 | |
| | Martha J. Avery | 700 | |
| | Emma R. Knights | 600 | |
| | Mary E. Hartwell | 700 | |
| Harvard " | Addie M. Bettinson | 500 | |
| | Helen J. Ward | 700 | 108 |
| | Ellen A. Cheney | 600 | |
| Holmes " | Marianne M. Webb | 700 | 111 |
| | Eunice W. Field | 700 | |
| | Julia H. Hale | 700 | |
| Mason " | M. Lizzie Evans | 700 | 100 |
| | Martha E. Deane | 600 | |
| Otis " | Abby S. Taylor | 700 | 375 |
| | Lydia A. Whitcher | 700 | |
| | Susan M. Pendexter | 700 | |
| | Martha H. Butler | 700 | |
| | Ellen N. Pike | 700 | |
| | Luvia Goodnow | 700 | |
| | Annie Knapp | 700 | |
| | Emma C. Barrett | 700 | |
| Putnam " | Nellie F. Ball | 500 | 57 |
| Quincy " | Charlotte E. Jewell | 700 | 105 |
| | Helen E. Morey | 700 | |
| Reed " | Lucy T. Sawyer | 700 | 196 |
| | Evelyn A. Sawyer | 700 | |
| | Martha C. Dickman | 700 | |
| | Elizabeth A. Tower | 700 | |
| Sargent " | Anna M. Harrod | 700 | 164 |
| | Frances J. Harrod | 700 | |
| | Helen J. Kelley | 700 | |
| | Priscilla L. Lothrop | 700 | |
| Willard " | Mary Ann Tarbell | 700 | 418 |
| | Mary E. Sawyer | 700 | |
| | Anna S. Lamson | 700 | |

TABULAR VIEW OF THE PUBLIC SCHOOLS. — *Continued.*

| Name of School. | Teachers. | Salary. | No. of Scholars, Jan. 1, 1873. |
|------------------|------------------------------|---------|-----------------------------------|
| Willard Primary, | Susan M. Cochrane | 700 | 111 |
| | Kate M. Lowell | 700 | |
| | Fanny E. Cooke | 700 | |
| | Amelia Wright | 600 | |
| | H. Flora Hannum | 600 | |
| Wyman ,, | Fanny E. M. Dennis | 700 | 183 |
| | Charlotte A. Ewell | 700 | |
| | Adelia Dunham | 700 | |
| Training School, | Anna C. Sullivan | 1,000 | 183 |
| | Emma F. Munroe | 800 | |
| | M. Etta Arkerson | 700 | |
| | Ella C. Whitney | 700 | |

TEACHER OF SINGING, — Nathan Lincoln . . \$2,500

TEACHER OF PENMANSHIP, — Alvah C. Smith . 1,000

SUMMARY.

| | |
|---|--------------|
| Number of Pupils in High School | 343 |
| " " " " Grammar Schools | 3,325 |
| " " " " Primary Schools | 3,465 |
| | <u>7,133</u> |

COST OF INSTRUCTION.

| | | |
|---------------------------|------------------|--------------------------|
| High School | \$17,300 | for each pupil, \$50.43 |
| Grammar Schools | 66,400 | " " " 19.97 |
| Primary ,, | 50,700 | " " " 14.63 |
| Music | 2,500 | |
| Penmanship | 1,000 | |
| | <u>\$137,900</u> | " " " <u>\$19,33</u> |

| | |
|--|--------------|
| Number of pupils belonging to Public Schools, Jan. 1, 1873 | 7,133 |
| " " " " " " " " Jan. 1, 1872 | <u>6,840</u> |
| Increase during the past year | 293 |

| | |
|------------------------------------|-----|
| Increase of pupils, 1860 | 272 |
| " " " 1861 | 172 |
| " " " 1862 | 262 |
| " " " 1863 | 226 |
| " " " 1864 | 200 |
| " " " 1865 | 58 |
| " " " 1866 | 243 |
| " " " 1867 | 286 |
| " " " 1868 | 330 |
| " " " 1869 | 20 |
| " " " 1870 | 296 |
| " " " 1871 | 357 |
| " " " 1872 | 293 |
| Number of Schools | 27 |
| " " Teachers | 165 |

REPORT

OF

THE SUPERINTENDENT OF SCHOOLS.

To the School Committee of Cambridge : —

GENTLEMEN, — The close of another year renders it necessary for me to present my Annual Report. This Report can have no value beyond giving to members of your Board, and to other citizens who may take the trouble to examine it, a brief account of the schools for the current year. Those by whom the public schools are maintained have a right to know what we are accomplishing in the direction of public school education, and our Annual Reports ought to furnish such information.

In addition to the valuable table arranged by the Secretary of the Board, your attention is called to the following

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING DECEMBER 31, 1872.

I. POPULATION.

| | |
|--|--------|
| Population of the city (estimated) | 45,000 |
| Number of children in the city between five and fifteen years of age, May 1, 1872 | 8,260 |
| Number May 1, 1871 | 8,247 |
| Apparent increase for the year | 13 |

II. SCHOOLS.

| | |
|---|----|
| 1 High School. | |
| 7 Grammar Schools. | |
| 19 Primary Schools. | |
| 6 Evening Schools. | |
| 1 Evening Drawing School. | |
| Whole number of Day and Evening Schools | 34 |

III. SCHOOL-HOUSES.

| | |
|-----------------------------------|----|
| For the High School | 1 |
| For the Grammar Schools | 7 |
| For the Primary Schools | 17 |

IV. TEACHERS.

| | |
|--|-----|
| Number of teachers in High School | 11 |
| Male teachers, 5 ; female teachers, 6. | |
| Increase for the year | 2 |
| Number of teachers in Grammar Schools | 79 |
| Male teachers, 7 ; female teachers, 72. | |
| Increase for the year | 6 |
| Number of teachers in Primary Schools | 74 |
| Increase for the year | 2 |
| Number of teachers in Evening Schools | 19 |
| Male teachers, 6 ; female teachers, 13. | |
| Whole number of teachers in Day Schools, including teacher of Music | 165 |

V. PUPILS.

| | |
|---|-------|
| Whole number of pupils registered in the Day Schools during the year | 9,108 |
| Average whole number of pupils belonging to the Day Schools during the year | 6,542 |
| Ratio of the average whole number of pupils belonging to the Schools to the population of the city | .145 |
| Ratio of the average number of pupils belonging to the Schools to the school population | .792 |
| Average daily attendance of pupils in all the Day Schools . . . | 5,932 |
| Average per cent. of attendance in all the Day Schools . . . | 90.7 |
| Average whole number of pupils belonging to the High School | 291 |
| Average daily attendance in High School | 279 |
| Per cent. of attendance in High School | 95.9 |
| Average whole number of pupils belonging to Grammar Schools | 3,027 |
| Average daily attendance of pupils in Grammar Schools . . . | 2,774 |
| Per cent. of attendance in Grammar Schools | 91.6 |
| Average whole number of pupils belonging to Primary Schools | 3,224 |
| Average daily attendance in Primary Schools | 2,879 |
| Per cent. of attendance in Primary Schools | 89.3 |

| | |
|---|-----|
| Whole number of pupils belonging to Evening Schools . . . | 343 |
| Average attendance in Evening Schools | 190 |
| Number of pupils over fifteen years of age in the Day Schools | 550 |
| Number of pupils admitted to Grammar Schools, July, 1872 . | 809 |
| Number of pupils graduated from Grammar Schools | 156 |
| Number of pupils admitted to High School | 165 |
| Number of pupils graduated from High School | 39 |
| Whole number of Private Schools | 19 |
| Number of Pupils in Private Schools | 543 |

VI. FINANCES.

| | |
|--|-----------------|
| Assessed value of real and personal estate, May, 1872 | \$55,248,350.00 |
| Total expenditures from the appropriations, for the year ending Nov. 30, 1872 | 1,284,314.34 |
| Cost of instruction in the Public Schools | 133,497.76 |
| Care and repairs of school-houses | 33,106.64 |
| Amount expended for new school-houses and alter- ations | 65,385.74 |
| Incidental expenses for school purposes | 3,716.51 |
| Total expenditures for all school purposes | 235,706.65 |
| Ratio of expenditures for school purposes to the total expenses of the city | .183 |
| Ratio of appropriation for school purposes to the valu- ation of 1872 | .00426 |

APPOINTMENT OF TEACHERS.

In comparing the present list of teachers with that of one year ago, we find that many changes have occurred. During the year twenty-eight permanent appointments have been made in the different grades.

Early in the year, Mr. Alvah C. Smith, for so long a time master of the Webster Grammar School, was compelled by failing health to withdraw temporarily from the school. He was granted leave of absence until the beginning of the term in September, when, it was hoped, he would be able to resume his duties. Such expectations, however, were not realized. His continued illness rendered necessary the appointment of a successor, and for this position Mr. J. D. Billings, of Jamaica Plain, was unanimously chosen.

Dr. Smith had been connected with our schools for many years. He came to Cambridge in August, 1845, to take charge of the Mason School, then a small Grammar School of about thirty pupils. He was transferred to the Webster School, March 7, 1853, upon its organization, and remained its Principal until the present time, — a period of nineteen years. Thus for more than a quarter of a century he filled a most important place in this community; and it is not too much to say, that he was ever found earnest and faithful in the discharge of his responsible duties.

One teacher has died during the year, — Miss Isabel B. Merrill, of the Webster Grammar School. Miss Merrill was recognized as a most excellent teacher. She possessed in an unusual degree those qualities which are indispensable to the highest success.

It is a matter of no slight importance to have appointed, within the year, nearly thirty teachers to positions in this city; for the present and future condition of the schools depends very largely upon the fitness of the teachers thus chosen for the work committed to their hands.

That the wisest choice has in every instance been made in selecting so many teachers will not be claimed; but it is true that great care has been exercised, and it is believed that results hereafter will show that a large majority of those appointed were worthy of the confidence placed in them by your Committee.

SCHOOL-HOUSES.

But few important changes have been made in the school accommodations since the beginning of the year. Three structures then in process of erection have been completed, and are now occupied. The Harvard School-house was finished in February, and was dedicated with appropriate ceremonies.

The building is in the form of a parallelogram, its extreme length being 96.6 ft., and its extreme width 92 ft. It consists, in brief, of a basement and two stories above, and a third story in the mansard roof. The exterior is of the best of pressed brick, laid in dark mortar, relieved with sand-stone dressings about the door and window openings. The basement, ten feet in height, is paved throughout, and is occupied by the heating apparatus, the water closets, and sinks for the scholar's use, and private closets

for the use of the teachers. From the principal entrances on the north and south side access is gained to the main hall by an ascent of eight steps. The entire width of this hall is twenty-seven feet; from it, the visitor gains admission at once to the school-rooms of the first floor, six in number, each measuring 28 by 30 feet. In connection with each school-room is a scholars' dressing-room, and, in addition to these, are teachers' dressing-rooms to four of the school-rooms. Access to the second story is obtained by an ample flight of stairs at each end of the hall. The arrangement is similar to that of the first floor.

The upper story contains a hall for public exercises, 50 feet long by 36 feet in width, the stage containing an area of 280 square feet, not being included in these dimensions. In the rear of the stage is an apartment 20 ft. by 28 ft. The four corners of this story are occupied by school-rooms, two of which are 17 ft. by 27.6, and the others 29.6 by 27.6, each provided with its dressing-room. All of the inside finish above the basement is of clear bright chestnut. The school-rooms and audience-hall are provided with black-boards, put up by the American Tablet Company.

It was the design of the Committee on Public Property, under whose direction the plans were prepared, to produce a structure which, in its interior arrangements and capacity, would provide ample accommodations at the least possible expenditure of the public funds. The building was erected with these ends in view strictly in accordance with the designs of the architects and supervisors, Messrs. Ryder & Harris, in a thorough and substantial manner, at a cost of about \$56,000, and with an entire cost, including land, fences, paving of the yards, heating apparatus, furniture, &c., of about \$80,000. The contractors, Messrs. Hancock & Greeley, in connection with the sub-contracting masons, Messrs. Paul & Roberts, are deserving the highest praise for the skilfulness and fidelity with which they performed the work.

The Gore Primary School-house, in East Cambridge, has been occupied since May 22. This is a brick structure, three stories in height, with a well-arranged basement, large halls, and pleasant rooms. The upper story is unfinished, but can be arranged for school purposes whenever needed. There are at present in this school four hundred and five pupils.

The remaining building completed is one of wood, on Spruce Street, North Cambridge, and named the Wyman Primary. It is a pleasant building of four rooms, and accommodates two hundred and twenty-four pupils.

Some changes have recently been made in the High School building, by which additional accommodations have been secured to meet the demands for more room.

These are some of the improvements of the year; others are still demanded. The Willard Primary in Ward Four has been crowded during the year, and the demand for relief is urgent. The third story is unfinished, and the natural suggestion is that this be divided into convenient school-rooms corresponding to the rest of the building. The only objection to this is, that by this course a very large number of primary pupils will be brought together; but as this was a contingency contemplated when the building was erected, it is, perhaps, too late to raise objections on that score.

An earnest effort was made early in the year to secure the remodelling of the Allston and Webster Grammar School-houses, but without success. The matter will be pressed again the coming year, and there is good reason to hope that it will commend itself to the City Council as a measure of great importance.

The Sargent School-house, also, with some repairs, involving by no means a large expense, would become quite a convenient building.

With the present rapid increase of population in the city, we shall need, on an average, at least one additional school-house each year. Still, it seems very clear that the appropriations the coming year should be for the improvements already indicated, rather than for new buildings.

The amount appropriated for care and repairs for the year was \$40,000. The amount expended was \$33,106.64. Of this sum about one-third was for fuel, and the balance was for school furniture, care of houses, repairs and materials, books and stationery, &c. We shall need a larger expenditure the coming year, in order that we may have a more efficient care of school-houses, and that the yards, out-buildings, and general surroundings of the school-houses may be put in a fit condition. Several yards should be paved, needful repairs in school buildings should be promptly

made, and, in fact, the general care of school property should be such as would be exercised by any wise citizen in the management of important private interests.

Before leaving this subject, allusion should be made to the uniform kindness and courtesy which have at all times been shown by the Chairman of the Committee on Public Property. He will receive the sincere thanks of all who have been brought into official relations with him.

NON-ATTENDANCE AND TRUANCY.

By turning to the table of statistics, it will be seen that the whole number of different pupils registered in the schools for the year was 9,108; the *average number* actually belonging for the same time was but 6,443; while the average *daily attendance* was only 5,831. Statistics are often notoriously inaccurate, but it is believed that the above figures are approximately correct. Now if we compare the actual daily attendance upon the schools of pupils under fifteen years of age, with the number of children of legal school age in the city, as returned by the Assessors, it will become apparent that the schools are suffering immensely from the evils of non-attendance. Neither is this evil peculiar to our city. Much time in educational gatherings has of late been spent in discussing the possible remedies for that which is recognized as the weakest point in our educational systems. The general conclusion has been that we need more stringent laws regulating attendance; and one year ago the Massachusetts State Teacher's Association passed a formal vote urging upon the Legislature the importance of passing a law requiring children between certain ages to attend school the entire time in which the public schools are in session. But we have as yet no such law, and that which is now our only resource is almost a dead letter. I have yet to learn of the prosecution of any person for failing to comply with the statute requiring three months' attendance, and six weeks of that time consecutive. But without wasting time in discussing imaginary schemes, or in informing legislators of their duty upon this subject, it does seem proper to raise the question whether we are doing all in our power to secure a satisfactory attendance in our schools. Cannot something more be done, even under the

present unsatisfactory law? Is it not practicable to have a few prosecutions of parents, who, in defiance of law, are withholding from their children the education to which they are entitled?

There is another point worthy of consideration. Your regulation regarding tardiness and absence declares that "no pupil shall be admitted after the hour of commencing, without a satisfactory excuse; and all absence must be satisfactorily accounted for. . . . If any pupil shall be absent from school for the space of one week, at one time, he shall cease to be considered a member of the school, and the teacher, if he sees sufficient reason for so doing, may decline to readmit him, without a written permission from one of the Sub-Committee."

Is this the best possible rule on this subject? In regard to tardiness, it is a fact that in most cases there is no *satisfactory* excuse, and we might as well recognize this truth. Absences occur sometimes when there is, but more frequently when there is not, a satisfactory reason; but whether the excuse be a good one or not, it is well to have it understood that it is not necessarily satisfactory, whenever the parent puts upon paper the well-known words "please excuse," &c.

In place of the regulation which I have quoted I suggest the adoption, in substance, of the following: If any pupil shall be absent six half days in one month, except by reason of sickness, or shall be tardy three times in one month, he shall cease to be a member of the school until restored by a written permit from the Sub-Committee or Superintendent. Such a regulation would put this matter of absence and tardiness in a more definite shape, and would do much to improve the attendance in our schools.

In addition to the evils of non-attendance, for which parents are mainly responsible, we have to contend with truancy and habitual absenteeism. Five truant officers are annually appointed to look after "habitual truants, children wandering about in the streets, . . . having no lawful occupation or business, not attending school, and growing up in ignorance." For the best success in the discharge of the delicate and responsible duties of a truant officer, peculiar qualities are demanded; and it can safely be said that most of our officers are admirably adapted to their positions, and are doing a good work. But serious obstacles stand

in the way of entire success. The Almshouse, the place to which convicted truants are now sent, has been regarded as so unsatisfactory, that a communication was sent by your Board to the City Council, requesting that body to make such arrangements as would enable this City to send truant children to the School for Juvenile Offenders, in Lowell. This communication was referred to the Committee on Public Instruction; and that Committee ordered a hearing upon the subject. The general position assumed by the School Committee in that hearing, and the grounds for the charges which were preferred, can best be learned from the Report of the Committee on Public Instruction, as made through its chairman, Alderman Snow; and hence I take the liberty to quote from it.

He says: "The City ordinance now in force designates the place for commitment of truant children. The proposition to substitute for that institution the institution at Lowell, is suggested on account of the unfitness and insufficiency of the accommodations at the Almshouse for the suitable care and custody of such offenders. The building is large and has an abundance of room, but it affords no facilities for separating the inmates into different classes,—these all now constitute one family, and commingle as such. The children, however innocent and susceptible, are thrown into daily contact and association with the adult persons, however vile and depraved, committed there as petty criminals or as paupers, and are constantly exposed to the influences of the immoral and evil-minded among them. This there is now no possible means of preventing; and in the case of these juvenile offenders, there is good reason to believe that the evil of the remedy produces results as bad as the evil of the offence to be remedied.

"The means of detaining offenders at the Almshouse also appear to be insufficient, and there are complaints of many escapes. Hence, the School Committee assert, there exists an unwillingness on the part of the judicial authorities dealing with cases of truancy, to commit to the Almshouse, and a corresponding lack of diligent effort to check truancy by arrest and complaint on the part of the police. The laws and ordinances on the subject are not enforced with vigor, and it appears that with the present arrangements the habitual truant is now more likely to escape from, than to suffer the necessary and salutary discipline of, wholesome restraint which

the law intends to provide for him. Our City ought not to permit this condition of affairs to continue. For truancy is the sure seed of crime; it has been recognized and dealt with as such, in the Legislation of our Commonwealth, from the earliest times to this day. . . . It appears to the Committee, from some consultation with a portion of the Board of Overseers, that such alterations in the Almshouse as would remove the objections to which allusion has been made are practicable, and, if practicable, are desirable. With such change in the building, and the appointment of an assistant charged with the special duty of caring for juvenile inmates, our City can control an institution of its own as creditable to its reputation as is the institution at Lowell to that city."

The report closes by recommending the adoption of the following *order*: —

"ORDERED, That the Committee on the Almshouse be instructed to ascertain and report upon the practicability of making such alterations in the Almshouse as shall admit of the safe and suitable care and custody of juvenile offenders therein, separate from the adult inmates, with power to procure plans and estimates, — the expense thereof to be charged to the appropriation for incidental expenses."

Both the report and the accompanying order were referred to the next City Council, and it is earnestly hoped that prompt action may be taken in the matter.

Allusion was made in my last Report to the fact that the law of 1866, making provision for neglected children, — those who are sufferers "by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage," — had never been adopted by this City.

In February last an *order* was passed by your Board, calling the attention of the City Council to this matter, and subsequently a hearing was held; but no action was taken. The one obstacle seemed to be the want of any suitable place to which these unfortunate children could be sent. The only place available was the Almshouse; and it need not be said that this was regarded as entirely unfit for the purpose. And so the matter stands as it did one year ago. From my own observation, and from information derived from trustworthy sources, I am convinced that there are

many children in this city who are in danger of hereafter leading idle, dissolute, and worthless lives, because now denied the care which the State has made it possible for them to receive, but which we are still withholding from them.

PRIMARY SCHOOLS.

The following table gives the general statistics of each Primary School for the year, including the number of pupils sent to the Grammar Schools: —

| PRIMARY SCHOOLS. | Whole No. registered. | Average No. belonging. | Average daily attend- ance. | Per cent. of attendance. | Number sent to Grammar Schools. |
|-----------------------|--------------------------|---------------------------|-----------------------------------|-----------------------------|---------------------------------------|
| Boardman | 566 | 326 | 293 | 89.7 | 99 |
| Bridge | 127 | 72 | 64 | 88 | 16 |
| City | 52 | 26 | 25 | 93.6 | |
| Dana | 126 | 90 | 82 | 91 | 25 |
| Dunster | 253 | 169 | 144 | 85 | 49 |
| Felton | 246 | 151 | 131 | 86.2 | 35 |
| Gannett | 304 | 178 | 159 | 89.5 | 33 |
| Gore | 563 | 372 | 332 | 89.1 | 82 |
| Harvard | 112 | 75 | 73 | 97 | 15 |
| Holmes | 189 | 126 | 112 | 88.5 | 32 |
| Mason | 160 | 95 | 82 | 86.6 | 32 |
| Otis | 631 | 373 | 336 | 90 | 91 |
| Putnam | 100 | 53 | 48 | 88.6 | |
| Quincy | 131 | 84 | 72 | 85.3 | 21 |
| Reed | 239 | 202 | 188 | 92.7 | 39 |
| Sargent | 239 | 164 | 153 | 93.3 | 59 |
| Willard | 556 | 383 | 337 | 88 | 76 |
| Wyman | 195 | 115 | 97 | 84.4 | 58 |
| Training School . . . | 276 | 170 | 151 | 88 | 47 |
| Totals | 5,115 | 3,224 | 2,879 | 89.3 | 809 |

In examining the above table it will be seen that marked differences exist in the percentages of attendance in the different schools; but it should be borne in mind that frequently the difference is owing to causes entirely beyond our control. Still, it is unquestionably true, that the earnest and persistent efforts of teachers in the matter of attendance have their reward as surely as in other departments of school work.

Very few changes, either in the course of study for these schools, or in their organization, have occurred during the year. Neither

does there seem to be much occasion for legislation in either of these directions. School systems are by no means perfect; and yet the fault, if there be a fault, is generally not so much with the system as with the means and agencies by which we attempt to adapt it to the wants of those for whom it is designed.

Much is now required of a teacher of a primary school. She should be able to control easily, winning obedience rather than enforcing it; she should understand the laws both of the physical and mental growth of the child, that she may do no violence to the one or the other. She should be able to make the school-room attractive, that the pupil may not, as often happens, acquire a dislike for school which years cannot remove. Let the teacher, so far as possible, study the special nature of each child, that she may adapt her methods to his peculiar wants; for our school systems are necessarily hard and inflexible, and this should be neutralized by the excellence of the instruction which each pupil shall receive. Let the teacher strive to create in the child a love for learning; for the work of education consists chiefly in giving a thirst for knowledge, and in teaching the means of gratifying it. It is still too often forgotten that we are chiefly indebted to correct habits of observation for any acquirements we have made; but such is the case, and hence the importance of cultivating the perceptive faculties. All the knowledge of material things must come through the senses; and long before the child enters the school-room his education in this direction begins. In the acquisition of language, too, he makes wonderful progress in the few years of his life previous to entering school, but not unfrequently when he becomes a pupil his growth in this direction is dwarfed and stunted by the unskilfulness of those in whose care it is his misfortune to be placed. In this subject of *language*, it is universally conceded that great weakness exists throughout all the grades of our schools.

With the design of giving some aid in this direction, so far as regards the Primary Schools, that most excellent juvenile magazine, "The Nursery," has been placed in every school-room. It is expected that it will be found a valuable acquisition.

We have also just ordered a set of Mason's National Music Charts for each of the first classes of the Primary Schools, which cannot fail to be of much assistance in the teaching of music in this grade.

In the last Annual Report, attention was called to the excellent features of Dr. Leigh's phonetic system of reading. This system has been taught in the Training School since its establishment, and always with the best results. In view of the fact that this method of teaching reading has met with such success wherever it has been tried, both in this city and elsewhere, would it not be well that the various sub-committees should be authorized by the Board to introduce it into the schools under their charge in such cases as they may deem advisable?

In concluding this topic, it can safely be said that a large majority of our primary teachers are admirably adapted to the positions which they hold, and that many of our Primary Schools well deserve the reputation of being models in their grade.

How shall all be brought to the same high standard?

GRAMMAR SCHOOLS.

The following table shows the general statistics of each Grammar School for the year, including the number of pupils graduated:—

| GRAMMAR SCHOOLS. | Whole No. registered. | Average No. belonging. | Average daily attend- ance. | Per cent. of attendance. | Number graduated. |
|----------------------|--------------------------|---------------------------|-----------------------------------|-----------------------------|----------------------|
| Allston | 676 | 536 | 490 | 91.4 | 28 |
| Harvard | 384 | 465 | 436 | 93.8 | 27 |
| Putnam | 406 | 345 | 319 | 92.65 | 17 |
| Shepard | 382 | 339 | 306 | 90.3 | 16 |
| Thorndike | 546 | 355 | 328 | 92.12 | 20 |
| Washington | 516 | 446 | 414 | 92.74 | 28 |
| Webster | 712 | 541 | 481 | 88.99 | 20 |
| Totals | 3,622 | 3,027 | 2,774 | 91.6 | 156 |

There is little in the history of the Grammar Schools for the year which calls for special mention. In the last Annual Report some very important suggestions were made, touching the work of these schools; and recently an effort has been made to modify the course of study in accordance with those suggestions. To gain additional time for other subjects, the amount of text-book work in grammar, spelling, and Colburn's Arithmetic has been somewhat abridged, but it may be doubted whether these changes will

give the desired relief. We need more time for reading. Many of the pupils have no acquaintance with books outside of the school-room ; and such pupils cannot be taught to read with fluency, or with intelligence, unless considerable time be given to the subject. They must read, in order to learn to read.

An excellent plan, as was suggested in the last Annual Report, is to substitute, so far as possible, for the regular reading-book, any interesting reading matter that can be obtained ; but this will not, of itself, produce good readers. Time and earnest effort are both requisites in accomplishing this object.

With the present unsatisfactory results in many of the branches now taught, much of which is chargeable to the limited time given to them, and with many new subjects, already knocking for admission to our Grammar Schools, it becomes important to re-examine our course of study, our text-books, and our methods of instruction, that the wisest policy may hereafter be pursued.

In accordance with suggestions made one year ago, an amendment to the Regulations has been adopted, providing that diplomas shall be given to those pupils who complete the prescribed course of study in the Grammar Schools. It is hoped that positive advantages will be derived from the adoption of this rule.

An effort was made early in the year to obtain pianos for the Grammar Schools, but, like similar attempts in previous years, it failed.

HIGH SCHOOL.

By recent changes in the High School building, accommodations are secured for about four hundred pupils. The school has now ample room to meet its present wants.

Among the regular studies of the school, drawing, under a most successful teacher, now holds a prominent place. It is a required study in all the classes with the exception of the first college class. The results thus far have been most satisfactory. Some scholars, unsuccessful in other studies, have done well in this ; and through the encouragement which they have thus received, they have been stimulated to better work and better results in every other department.

The changes in the classical course a few months since contemplate five years in the preparation of the college classes ; and

in the present programme French and physics are included as required studies. Those pupils who are able to take four studies instead of three, can complete the course in four years, as formerly.

By a recent vote of the High School Committee, the modern pronunciation of Latin has been adopted throughout the school.

Vocal music is not now taught in the High School, but measures should immediately be taken to provide regular and systematic instruction in this branch.

Your attention is also called to another matter of, at least, equal importance. At present, reading, as an elocutionary exercise, receives very little attention; and, in fact, instruction in vocal culture is unknown.

For the sake of the pupils themselves, as well as on account of our other schools, in which so many of the graduates of the High School are hereafter to be instructors, we ought to have thorough instruction in this subject.

The library belonging to the school now numbers about 3,500 volumes; and in order that it may be fully available to the members of the school, it is necessary that a new catalogue of the books be prepared. This should be attended to immediately.

The High School is fully sustaining its high reputation as a classical school, while in the English department the work is equally excellent. With the two separate courses, — the full English course of four years, and the shorter course of three years — with the freedom allowed in the election of studies, the High School offers superior advantages to those who desire to lay the foundations of a thorough education, as well as to those who wish to prepare more immediately for active business.

It is a fact of much significance that the number of High School pupils who annually enter the Institute of Technology in Boston is about the same as the number fitted for college; showing that the work of the High School as a preparation for an advanced English or scientific course is well appreciated.

TRAINING SCHOOL.

The class in the Training School at the present time numbers twenty pupils, and the Practice School has nearly its complement of members.

All the work done in the Training School looks more or less directly to the one end of supplying the Cambridge schools with able and intelligent teachers.

This work divides itself naturally into two distinct kinds : study as to how to do, and the actual doing of school work. With regard to the former, the studies pursued in the Primary and Grammar Schools are taken up grade by grade, and examined, first, — and as briefly as is consistent with thoroughness, — with reference to their inherent principles ; and, secondly, with regard to methods of teaching them. And in this connection the question very properly comes of the application of the methods to the text-books and programmes now in use in Cambridge. It is thought that in this way the future teachers may work, not only with correct plans and principles of teaching, but with the details of special subjects advantageously arranged in the mind. Systematized object-teaching, as the natural method in education, and as illustrative of true principles in all teaching, is carefully studied in all its forms, — color, size, weight, shape, &c., as learned from, and applied to objects, qualities of material substances, and objects themselves with regard to their individual details.

The work of teaching in the Practice School is carried on with every advantage. The school is large, affording to the practising teachers classes of sufficient size, and the children themselves represent fairly the average Primary School. As an assistance in the work of teaching, the young ladies observe the work of the teachers of the school ; and in this way learn the valuable lesson, how and what to observe as teachers.

While a Training School cannot rightfully take into its curriculum any studies having for their sole purpose the individual culture of its pupils, it is yet found advisable to pay some attention to studies other than those already mentioned. Every day more is demanded of teachers, in the way of intelligent teaching ; and the intelligent teaching of our time seems to be characterized particularly by one happy symptom, — the tendency to simplify the beginnings of natural science so that little children may have some real knowledge of, at least, plants and animals, which are the familiar representatives of natural science to them. But it is only the student of science who can properly simplify it, and therefore

the importance of a systematic study of zoölogy and botany — so far as they may be unfamiliar — by those intending to be teachers.

That it may not be left to the inexperience of teachers to discover, with labor to themselves, and with injury to their pupils, the laws which govern mind and body, the subjects of intellectual science and physiology are included in this course. The development of the mental powers in the average child is so sure to be in certain chronological order, that the facts might almost be tabulated for a teacher's daily guidance. A knowledge of these is of the highest importance to success in teaching. Many a lesson is a failure from the simple fact that the teacher has overestimated the reasoning faculty in the child, has miscalculated his power of abstraction, or has undervalued the hold upon him of things actually seen, touched, tasted, or heard.

Equally many a restless school is simply a school, too hot, too cold, or too stifled, — the important question of moral discipline, as well as that of health, having a direct dependence upon physiological facts.

An important adjunct to a teacher's usefulness in the school-room is the power to draw on the blackboard with facility, even though it be hastily and roughly. If she can sketch readily, and correctly, a butterfly, bird, beast, a house, chair, table, pitcher, or vase, to illustrate the reading, the number, or the object-lesson, she has a delightful and convenient substitute for objects themselves, in cases when it may be impossible to obtain them. Children have naturally a strong creative instinct, and take an always new pleasure in watching a picture grow up under the teacher's fingers; and she has, therefore, in this simple accomplishment, a strong hold on the interest of her class. This involves no question of artistic talent, but simply such a training — possible for all — of the eye and hand as shall lead to the production of simple outline forms. The method in use in the Training School is the invention of a German artist, and though but little known in this country, has been very much admired in Germany for its simplicity and efficiency. Many years ago Horace Mann made an effort to introduce it into some of the Massachusetts schools, but it was in advance of the needs of the schools, as then understood, and met with no encouragement. The correct teaching of this

method supposes each pupil supplied with a set of twenty blocks, constructed on the measure of a cubic inch. These are grouped in various ways, from the simplest arrangement of a few, to the most complicated arrangement of all. Each pupil draws simply what she *sees*, beginning with the front faces of blocks placed parallel to her, and progressing by making use of every possible position into which rectangular blocks may be placed. She thus learns, by actual practice, the rules of parallel and oblique perspective; her eye is educated to a critical perception of the appearance of objects, and her hand trained to express in lines the apparent proportions of her subject. When we consider how many familiar objects may be drawn upon rectangular prisms as construction lines, we see at once that the teacher has a power of object-drawing which is the natural outgrowth of this elementary practice.

Perhaps, as regards the general work of the school, no better information can be given than is included in a statement of the subjects which come into the yearly programme:—

Study of methods of teaching,—including an examination of the fundamental principles of the subject itself,—in Reading, Spelling, Writing, Arithmetic, through the Grammar School programme; Geography, in all its distinct branches; Color, Form, Objects, Size, Weight, Sound, which, of course, includes Music; Language, which, in its advanced steps, is Grammar; Human Body, Animals, Plants; Drawing (Bartholomew's, Krusi's Inventive, Walter Smith's Free Hand, and Kindergarten).

Also the following special subjects:—

Zoölogy, including Physiology, Botany, Intellectual Science, School Discipline, School Government, School Regulations of the City of Cambridge.

A large portion of the time is taken for the teaching and discipline of the Primary classes. A considerable part also for observing the teaching of others; and, when their progress makes it advisable, visits to other schools are allowed.

EVENING SCHOOLS.

It has long been felt that we ought to have more definite information in regard to the work of the Evening Schools; that we ought to know what classes of the community they are reaching,

and what benefit may reasonably be expected from them. During the present term circulars have been sent to the teachers of these schools, requiring the answers to certain specified questions. These questions required the *name* of the pupil, his *age*, *residence*, *birthplace*, *occupation*, length of time he had resided in Cambridge; if from abroad, how long he had been in this country; whether he had attended school in Cambridge or elsewhere, and if so, how long, *when he left school*, and what studies he had pursued.

Owing to the continued absence of many who were connected with the schools at the beginning of the term, the above facts have been obtained with reference to but two hundred and twenty-five pupils, out of a total of three hundred and forty-three belonging. Of these, one hundred and eighteen were less than sixteen years of age, fifty-nine were between the ages of sixteen and twenty, thirty-six between twenty and twenty-five, six between twenty-five and thirty, three between thirty and thirty-five, two between thirty-five and forty, and one more than forty. From one of the schools for women thirty-six are reported, thirty-two of whom are over sixteen years of age, and of these twenty-four are over twenty.

As might be expected, the occupations of the women are much less various than those of the men; although it is found that eight different branches of business are represented by them.

Among the men almost every conceivable kind of occupation has a place; even the boys, less than sixteen years of age, being employed in twenty-six distinct kinds of work. And it may be of interest to those who believe that every child has a right under the law of the State to demand a portion of each year, until he is fifteen, as school time, to know that many of these boys left school at the age of ten or eleven years, and have never been present a day since. The Evening School, in the absence of any thing better, will do much for this unfortunate and deeply injured class of children; but it was never intended that it should take the place of the day school, and it has no right to attempt it.

The legitimate work of an elementary evening school is to furnish instruction to those above the ages of fourteen or fifteen, who were deprived of the advantages of an early education, and it is a

source of satisfaction to see such persons avail themselves of its privileges; but there are few sadder sights than that of a child, forced by the avarice or neglect of parents to hard and unrelenting toil during the day, and then sent into the evening school for the paltry benefits that its four hours per week can furnish. There has been a demand the present year for instruction in branches somewhat higher than those heretofore taught in these schools. There are many in this city who were compelled to leave the schools at one stage or another of their course, who would doubtless attend an Evening High School, and would be greatly benefitted thereby. A class for such pupils should be opened the coming year.

The Industrial Drawing School, which has been very successfully carried on for two years, is just at present temporarily suspended; but the sessions will be resumed at the earliest moment that permanent quarters can be obtained, where articles of value belonging to the school may be properly arranged, and where the different classes may have suitable accommodations for their work.

An order has passed authorizing the purchase of models, casts, and copies of various kinds for this school, and they will doubtless be received at an early day.

It has occurred to me that the standard fixed for the different grades of our schools can, to some extent, be shown by giving the questions which were used in the promotion of the various classes at the close of the summer term in July; and they are accordingly submitted in the form of an Appendix to this Report. It might be interesting to speak of the promotions themselves, — what elements were considered in making up the final results, &c., — but this must be left for the present. As regards the questions, attention is especially called to the requirements upon the papers marked "Spelling and Sentence-writing." It will be seen that considerable practice is expected in sentence-writing in all its forms, including letter-writing, writing of business forms, — such as receipts, bills, promissory notes, &c., — while, in all, careful attention is paid to the more common rules of capitalization and punctuation.

Respectfully submitted.

E. B. HALE,

Superintendent of Public Schools.

APPENDIX.

APPENDIX.

EXAMINATION FOR ADMISSION TO GRAMMAR SCHOOLS.

| | |
|---------------------|---------------------------|
| Absent | 9 and 6 |
| Escape | 11 and 8 |
| Beginning | 7 and 12 |
| Expense | 5 from 14 |
| Which | 9 from 21 |
| Merchant | 6 from 13 |
| Precious | 8 times four |
| Favorite | 11 times 11 |
| Anxious | 3 times 9 |
| Grocer | 9 times 7 |
| A. M. | 7 in 56 |
| P. O. | 12 in 120 |
| Rev. | 5 in 45 |
| XCIII. | 6 in 42 |
| XXXIV. | 8 and 5 and 9 |
| 89 | 12 and 8 and 6 |
| 46 | 9 and 11 less 5 |

John had 13 marbles ; he gave his sister 2, his brother 3, and lost 2.

How many had he left ?

When oranges are 5 cents each, how many can I buy for 45 cents ?

If you have 30 cents, and then buy 6 apples at 4 cents each, how much money will you have left ?

Add 7089, 816, 5904, and 87.

Subtract 4684 from 6157.

Multiply 8607 by 8.

Reading.

EXAMINATION FOR PROMOTION IN GRAMMAR SCHOOLS.

SPELLING AND SENTENCE WRITING.

SIXTH CLASS.

School will close on Wednesday, the third day of July, and begin on Monday, the second day of September.

Write a sentence containing the following : Home, friends, long, glad.

Jeopard, heifer, rarify, height, biscuit, marriage, knowledge, cough, pursuit, zealous, journal, foregoes, shrewd, burial, stupefy, sylvan, villain, minute, juice, steward.

FIFTH CLASS.

Here let us pitch our tents for an hour, for we can see the white sails far off at sea, and hear the sound of the waves as they dash their spray upon the shore.

Write a sentence containing the following : John, Mary, Cambridge, July 15, Christmas.

Sacrifice, surgeon, religious, discretion, specie, machinery, delicious, persuasion, precision, valiant, behavior, requisite, scholar, stomach, discern, prodigious, secession, official, alien, antiquity.

FOURTH CLASS.

CAMBRIDGE, June 24, 1872.

COL. THOMAS ANDERSON :

DEAR SIR, — Your letter is just received, and I hasten to reply. Should nothing occur to prevent, I will meet you in Boston, Tuesday, July 2, at Mr. Cutler's office, and then and there arrange the matter as you propose.

Very truly yours,

[SIGNATURE.]

Write an exercise which shall contain the following words :
Business, successful, misfortune, years.

Christmas, separate, puerile, requisite, persuasive, laudable, equitable, susceptible, achievement, sceptre, completes, oblique, intrigue, process, arraign, malign, whose, freight, receipt, disperse.

THIRD CLASS.

CAMBRIDGE, June 24, 1872.

HON. JAMES R. SMITH :

DEAR SIR, — Please call at my office next Tuesday, at 9 o'clock, A. M., to attend to the important business under consideration.

Yours truly,

RICHARD STOW.

Write a sentence containing a plural noun, a transitive verb, a personal pronoun in the objective case, an adverb in the comparative degree, and an adjective in the positive degree.

February, blamable, millinery, veracity, necessity, sustenance, ascend-ant, precede, supersede, accede, courtesy, secrecy, prejudice, occurrence, asperse, conscientious, apparent, berth (a sleeping place), cede (to give up), site (situation).

SECOND CLASS.

BOSTON, March 21, 1872.

HENRY G. PARKER, ESQ., Secretary :

DEAR SIR, — I hasten to acknowledge your complimentary note of this date, conveying the very flattering vote of the Executive Committee of the World's Peace Jubilee Association, inviting me to sing in the great Coliseum during the International Musical Festival.

I am grateful for the kind appreciation of my services which so distinguished a committee of Boston gentlemen have seen fit to manifest, and accept their invitation with pleasure.

Very truly yours,

CLARA LOUISE KELLOGG.

Write the following in the form of a receipt: Henry Brown, of Cambridge, this day gives Peter Piper a receipt for $\$250\frac{25}{100}$, on account.

Write the following in the form of a note: Edward Stone, of Cambridge, this day promises to pay to Geo. H. Brown, or order, $\$345\frac{75}{100}$, three months after date.

Reprieve, separate, dysentery, skirmish, impanel, privilege, tannin, galley, dryly, drier, fallible, brevier, tyrannize, achievement, abridgment, parallel. The *strait* of *Gibraltar* is a *straight* channel.

GEOGRAPHY.

SIXTH CLASS.

1. How many oceans are there? Which is the largest?
2. What is an island? Give the name of the large island at the mouth of the St. Lawrence River?
3. What is a map? Which part of the map is generally east?
4. What is the name of the largest chain of mountains in North America? Where are the Alps?
5. What is a continent? In which of the continents do you live?
6. Which is the largest river in North America? Where is the Rhine?
7. What body of water do we cross in going from Boston to Europe? In what direction do we sail?
8. What is a harbor? What is the use of a light-house?
9. Which is the smallest grand division? Bound North America.
10. What is the climate near the equator? What causes day and night?

FIFTH CLASS.

1. What is a country? What is the ruler of our country called?
2. Where is Naples? What large volcano near it?
3. Which is the largest city of England? Where is the Rhine?
4. What mountains between Europe and Asia? What is found in them?

5. What gulf west of Africa? What country in the north-eastern part?

6. Where is Venice? What is there peculiar about it?

7. What canal extends across the State of New York? Where is New York City?

8. Which is the largest river of North America? Name two of its branches.

9. What kind of a country is Holland? What people live there?

10. What is the capital of Massachusetts? Which is the largest river of New England?

FOURTH CLASS.

1. Draw a map of South America, south of the equator; locate upon it Santiago, Rio Janeiro, the La Plata River, and the Gulf of Guayaquil.

2. Name four articles of export from Peru; two from Rio Janeiro; four from Guiana.

3. How would a ship go from Boston to Havana? Name one article which it would be likely to carry there, and three which it would bring back to Boston.

4. Name four of the principal occupations of man. What is a watershed?

5. Where and what is Madagascar? London? Florida? West Indies? Calcutta?

6. Locate Toronto, Baltimore, Brooklyn, Cincinnati, and San Francisco.

7. Which is the largest city of the St. Lawrence basin? Name the three largest cities of the Mississippi basin. Where is Washington?

8. Why is it that the largest cities of Mexico and central America are in the interior? Name five articles of production in these countries.

9. To what country does Jamaica belong? Cuba? Porto Rico? What and where is the most important commercial city of Cuba?

10. What river and lakes form part of the northern boundary of the United States? Name five capes on the eastern coast of the United States.

THIRD CLASS.

1. What can you say of the climate and animals of Africa?

2. Draw a map of Australia; designate the position of Cape York, Cape Wilson, Sydney, Blue Mountains, Murray River.

3. On what waters would a vessel sail in going from Melbourne to Liverpool, and what would probably form her cargo?

4. Name the three most important countries of Asia and their capitals. Name the longest river, the largest salt lake, and the two largest fresh water lakes of Asia.

5. To what empire does Siberia belong? What makes it a valuable possession?

6. What is meant by the imports of a country? Name the imports of England.

7. Of what do the British Isles consist? Name the four great manufacturing cities of England, and tell what they manufacture.

8. Name the five Great Powers of Europe. Name five capes on the coast of Europe.

9. Describe the largest river of the United States. Name the connecting waters between Cincinnati and Hartford.

10. What is the longest river of Europe, and into what does it flow? Name four rivers flowing from the Alps, and tell into what they flow.

SECOND CLASS.

1. Draw a map of New York, locating the principal mountains, rivers, and cities.

2. Which State ranks first in commercial importance? Which in manufacturing? Which in mining? Which in the production of wool? Which in the production of wheat?

3. Name and locate five leading lake-cities.

4. Of what States or Territories are these cities the capitals: Lincoln? Atlanta? Helena? New Orleans? Carson City?

5. What is the length of the equator in miles? Name two countries and two islands which it crosses.

6. From which State do we obtain sugar? Petroleum? Salt? Silver? Copper?

7. Name the States and Territories through which the railroad connecting Omaha and San Francisco passes.

8. Which of the Great Lakes lies wholly within the United States? Describe the course of its waters to the sea.

9. Locate five of the leading cities of Massachusetts, and state what each is noted for.

10. Name the States that border on the Gulf of Mexico; and mention one river in each State which flows into the Gulf.

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